



## COWPENS MIDDLE

150 Foster Street  
Cowpens, SC 29330

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	514 Students	
<b>Principal</b>	Cynthia D. James	864-279-6400
<b>Superintendent</b>	Dr. James O. Ray	864-279-6000
<b>Board Chair</b>	Mr. Eddie Dearybury	864-279-6000

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Good</b>
2010	Average	Good
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

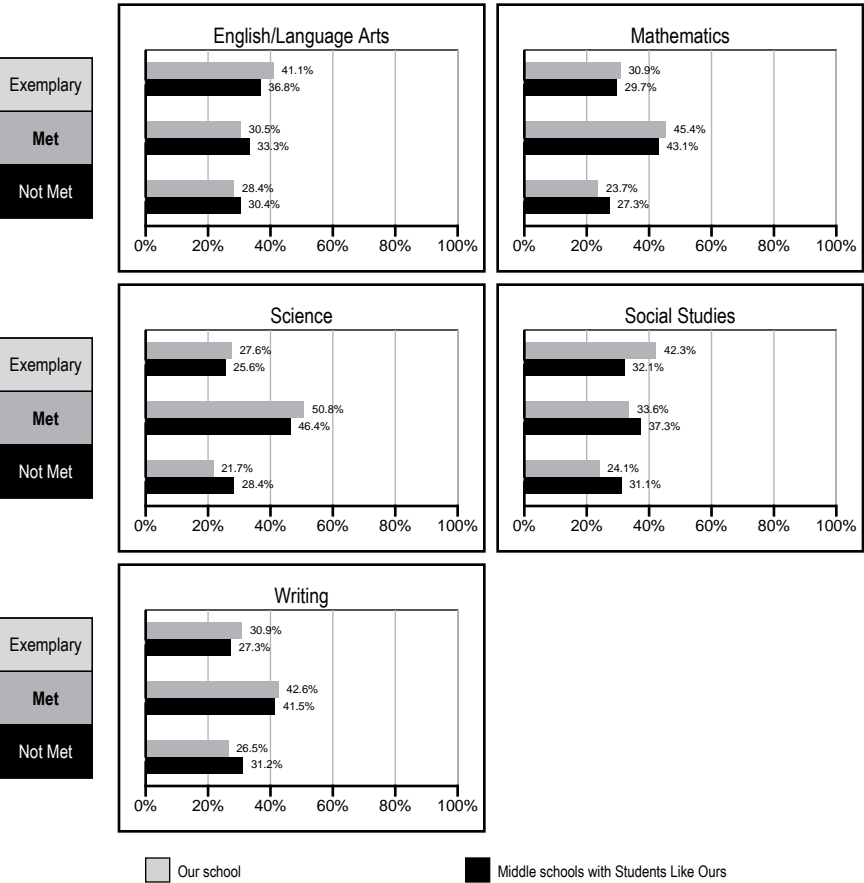
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	17	39	1	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.2%	97.8%
English 1	N/A	96.5%
Biology 1/Applied Biology 2	N/A	86.3%
Physical Science	N/A	82.0%
US History and the Constitution	N/A	N/A
All Subjects	98.2%	97.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=514)				
Students enrolled in high school credit courses (grades 7 & 8)	16.0%	Up from 6.7%	22.5%	24.5%
Retention rate	1.0%	Up from 0.4%	0.8%	0.7%
Attendance rate	94.9%	Down from 95.2%	95.6%	95.9%
Served by gifted and talented program	32.5%	Up from 28.5%	20.0%	17.8%
With disabilities other than speech	16.4%	Down from 16.9%	10.2%	9.2%
Older than usual for grade	2.2%	Up from 1.9%	1.6%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	56.7%	Up from 56.3%	61.2%	60.0%
Continuing contract teachers	93.3%	Up from 87.5%	87.2%	82.6%
Teachers returning from previous year	86.4%	Up from 82.4%	86.9%	85.6%
Teacher attendance rate	94.0%	Down from 95.7%	94.8%	95.3%
Average teacher salary*	\$47,709	Down 1.9%	\$46,563	\$46,300
Professional development days/teacher	15.6 days	Up from 12.5 days	9.5 days	9.9 days
School				
Principal's years at school	1.0	Down from 5.0	4.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 19.5 to 1	21.5 to 1	21.5 to 1
Prime instructional time	86.4%	Down from 90.6%	89.9%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 99.5%	98.3%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$7,639	Down 6.1%	\$7,463	\$7,634
Percent of expenditures for instruction**	59.1%	Down from 59.5%	64.5%	64.0%
Percent of expenditures for teacher salaries**	55.4%	Down from 57.1%	62.7%	61.2%

\* Includes current year teachers contracted for 185 or more days.  
\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Cowpens Middle School experienced a year of excitement and change. Keeping student success in the forefront of every decision, the faculty, staff, and administration worked tirelessly to provide each student with the assistance needed to move one year closer to college.

Providing students with Enrichment and Red Raider Reading classes daily were two avenues to academic success. Students were also given the opportunity to attend extended day classes twice a week. Teachers worked on presenting students with assessments which were rigorous and standards based. Formative and summative assessment design was a major focus for faculty members as they continued to work on the middle level curriculum.

Realizing that middle school is not all work, students were introduced to a new incentive program in which they could earn "Wampum." Incorporating our character education development with acts of responsibility, students were able to earn "Wampum" and then spend them for various items or trips during the year. Students were also able to "Showcase" their academic proficiency before parents once each semester at our first annual "Student Showcase."

CMS students continue to demonstrate excellence in all areas. Thirteen eighth grade students were honored as Junior Scholars; two seventh grade students were recognized as Duke Tip Scholars; and two of our eighth grade students were selected to attend the Scholar's Academy for the 2011-12 school year. Our drama/music atlas students presented "High School Musical." Our girls' basketball team went undefeated in regular season play.

The Veteran's Day program and school newsletter both received awards from the S.C. National School Public Relations Association. Other areas that deserve special recognition are the generosity and caring of our student body. Students participated in raising money for Relay for Life, Spartanburg School District 3's Children's Assistance Fund, and St. Jude's. The Endeavor Club collected Toys for Riley and students collected hats, gloves, and socks for needy students in our district.

The middle school years are full of excitement and change, with this year being no exception. Cowpens Middle School heralds "A Revolutionary Past" and looks forward to "An Extraordinary Future."

Cynthia D. James, Principal  
Tammy Threatt, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	160	89
Percent satisfied with learning environment	85.7%	81.3%	89.7%
Percent satisfied with social and physical environment	100.0%	88.1%	89.5%
Percent satisfied with school-home relations	82.1%	85.6%	87.2%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.9%	0.0%	No
Student attendance rate	94.9%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	503	100	28.2	30.5	41.4	79.4	83.4	82.4	Yes	Yes
<b>Gender</b>										
Male	258	100	29.9	27.9	42.2	76.1	79.5	78.7	N/A	N/A
Female	245	100	26.4	33.2	40.4	83	87.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	388	100	26.4	28.3	45.3	81.9	86.2	88.9	Yes	Yes
African American	71	100	38.6	34.3	27.1	64.3	66.7	72.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	69.2	93	I/S	I/S
Hispanic	31	100	28.6	46.4	25	85.7	90.5	79.3	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	89.5	83	I/S	I/S
<b>Disability Status</b>										
Disabled	85	100	70.4	22.2	7.4	39.5	48.6	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	24	100	35.7	35.7	28.6	82.1	87.5	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	301	100	35.4	34.7	29.9	73.9	78.2	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	503	100	23.5	45.7	30.9	86.8	85.2	81.9	Yes	Yes
<b>Gender</b>										
Male	258	100	23.5	44.6	31.9	84.1	83.2	79.9	N/A	N/A
Female	245	100	23.4	46.8	29.8	89.8	87.2	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	388	100	22.7	44.3	33.1	87.5	87.2	88.9	Yes	Yes
African American	71	100	30	50	20	80	71.6	71.4	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	92.3	94.6	I/S	I/S
Hispanic	31	100	21.4	57.1	21.4	96.4	91.9	81.1	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	89.5	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	85	100	61.7	34.6	3.7	54.3	56.6	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	24	100	21.4	57.1	21.4	92.9	91.7	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	301	100	31.3	47.4	21.3	81.1	79.8	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	333	100	21.7	50.5	27.8	78.3	78.6	68.6
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**Gender**

Male	163	100	20.1	50.3	29.6	79.9	79.1	68.3
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Female	170	100	23.2	50.6	26.2	76.8	78.1	68.9
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**Racial/Ethnic Group**

White	260	100	20.3	50.4	29.3	79.7	82.2	80.7
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African American	45	100	34.1	45.5	20.5	65.9	59.6	51.4
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	85.3
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Hispanic	21	100	10	70	20	90	84	61.6
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American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	69.2	70.8
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**Disability Status**

Disabled	51	100	55.1	36.7	8.2	44.9	45.5	35.7
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
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**English Proficiency**

Limited English Proficient	13	100	16.7	61.1	22.2	83.3	85.1	60.7
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**Socio-Economic Status**

Subsidized meals	195	100	27.9	55.8	16.3	72.1	72.4	57.3
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**Social Studies**

All Students	337	100	24	33.5	42.5	76	79.2	72.5
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**Gender**

Male	175	100	19.3	31.6	49.1	80.7	82.1	72
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Female	162	100	29.2	35.7	35.1	70.8	76	73.1
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**Racial/Ethnic Group**

White	259	100	22.8	33.2	44	77.2	81.7	81
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African American	45	100	29.5	36.4	34.1	70.5	65.4	60
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Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	89
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Hispanic	22	100	20	50	30	80	83.7	69.6
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American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	73.5
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**Disability Status**

Disabled	58	100	55.4	32.1	12.5	44.6	51.4	40.5
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
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**English Proficiency**

Limited English Proficient	15	100	21.1	36.8	42.1	78.9	80.4	69.7
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**Socio-Economic Status**

Subsidized meals	201	100	30.3	36.4	33.3	69.7	74.1	62.9
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Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	167	98.8	26.1	42.9	31.1	73.9	75.7	73.2	94.9	95.5
Gender										
Male	90	97.8	36.5	42.4	21.2	63.5	67.8	67.2	94.7	95.3
Female	77	100	14.5	43.4	42.1	85.5	83.6	79.4	95	95.7
Racial/Ethnic Group										
White	122	99.2	19.5	46.6	33.9	80.5	80.4	81.5	94.5	95.2
African American	32	96.9	58.1	22.6	19.4	41.9	57.1	61.3	96.6	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	95.6	95.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	81	66.7	95.8	96.2
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	72.2	89.4	93.8
Disability Status										
Disabled	26	92.3	N/AV	N/AV	N/AV	8.7	23.1	26	93.5	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	73.9	65.7	96.6	97
Socio-Economic Status										
Subsidized meals	93	97.9	36.4	39.8	23.9	63.6	67.3	63.2	94.1	94.9

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	173	100	24.8	41.2	33.9	75.2
	7	174	100	21.7	32.5	45.8	78.3
	8	167	100	35	33.1	31.8	65
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	166	100	32.1	31.4	36.5	67.9
	7	168	100	31.9	31.3	36.7	68.1
	8	169	100	20.7	28.7	50.6	79.3
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	173	100	33.3	41.2	25.5	66.7
	7	174	99.4	25.3	46.4	28.3	74.7
	8	167	100	35.7	47.8	16.6	64.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	166	100	25	41.7	33.3	75
	7	168	100	27.7	42.8	29.5	72.3
	8	169	100	17.7	52.4	29.9	82.3
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	89	100	34.1	45.1	20.7	65.9
	7	172	100	15.8	44.2	40	84.2
	8	85	100	13.6	59.3	27.2	86.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	81	100	24.4	66.7	9	75.6
	7	168	100	25.9	51.2	22.9	74.1
	8	84	100	10.8	33.7	55.4	89.2

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	85	100	19	58.3	22.6	81
	7	173	99.4	20.6	43	36.4	79.4
	8	82	100	27.6	36.8	35.5	72.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	85	100	16.5	51.9	31.6	83.5
	7	167	100	31.5	28.5	40	68.5
	8	85	100	16	25.9	58	84
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	171	98.8	27.4	42.7	29.9	72.6
	7	172	99.4	25.1	52.1	22.8	74.9
	8	169	98.8	30.6	45.2	24.2	69.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	167	98.8	26.1	42.9	31.1	73.9

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample